Executive Registry

78-2122

DDA Registry
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DDA 78-2790/1

24 July 1978

MEMORANDUM FOR: Director of Central Intelligence

FROM: John F. Blake
Deputy Director for Administration

Stan:

1. Periodically I review student critiques of various courses in OTR so that I might try to keep abreast of student reaction.

2. The attached critique on the "Program on Creative Management" is one of the more incisive that I have seen and I thought I would share it with you. This particular program is one of our newer ones and we developed it in consultation and concert with the ███████████████████████ in   25X1A

25X1A   ████████████████████ That you might have a better insight into the critique, I have attached a listing of course objectives as well as the course schedule.

John F. Blake

Atts

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UPON REMOVAL OF ATTS

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27 June 1978

MEMORANDUM FOR: Executive Officer, OER

VIA   : Director of Economic Research

               : Deputy Director of Economic Research

               : Chief, Developing Nations Division

SUBJECT   : Critique of Program on Creative
                  Management

     1. Per your request, I have drawn together several
impressions of the OTR creative management course, which I
attended last week. The broad conclusion is that this is an
excellent program for individuals at or just before the
branch management level. I strongly recommend that we plan a
schedule for regular attendance by some one OER candidate at
each of the 5-6 runnings per year.

     2. Managerial techniques. The formal review of managerial
techniques and management models is solid and mercifully
short in the Program on Creative Management. Course instructors
seem to have a solid -- though not necessarily diverse --
understanding for the sorts of personnel management and problem-
solving issues faced in components such as ours. Both the wide
range of backgrounds and practical experiences of students and
the frequent exercises assure that the theorizing is kept close
to the real world. The most useful aspect of the management
modeling is the emphasis on situational differences in style,
a point of view from which anyone can benefit.

     3. Communications skills. The course is structured in
such a way as to place a premium on direct, effective com-
munication among peers and between supervisors and supervised.
I would hazard the guess that all OER personnel would reap
considerable gain from the sorts of techniques that are presented
and developed on giving employees useful criticism or praise.
In addition, the group exercises sharpen planning and tasking
skills.

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4. <u>Personal Development</u>. The most striking -- and perhaps risky -- exchanges in this program occur in the area of recognizing personal strengths and weaknesses. The course includes extended sessions of videotaping, group feedback on mannerisms and behavior patterns, and several hours of one-on-one counseling by clinical psychologists. There is the potential (realized in my case) for a considerable amount of self-discovery. While this is pure gold for those already assured of their self-worth, there is always the chance that the weak could become discouraged and thereby weaker. I think this course should be viewed as an excellent boost for those already on the right track in management development, but I would resist the temptation to substitute it for plain talk from our own management in those cases in which we felt that the manager was already in trouble. In the few cases in which we felt that <u>remedial</u> work was needed, we ought to try a combination of other courses and closer on-the-job guidance. Once the problem child was up to speed, this course could add further impetus.

5. <u>Office selection procedures</u>. A fine balance is necessary between catching supervisors at an early enough stage to assure they get off on the right foot and assuring that they have had enough branch management experience to understand what is being said. I would opt for sending strong GS-14s who have already substituted regularly for branch chiefs if all the other signs are good. I would <u>not</u> send branch chiefs who were only a few years from retirement, if for no other reaon that that this course raises some very serious questions about <u>previous</u> management style.

6. <u>General comments</u>. This course <u>should not be regarded</u> as a reward or break for an otherwise overworked branch chief. I was not fatigued when I went to it but felt that the hours, pace, and content could be very draining to someone who was. It was most definitely not a spectator activity, and the blunt critiques could easily upset a trooper back from the lines.

Chief
Economic Development Branch
Developing Nations Division

25X1A

-2-

COURSE OBJECTIVES FOR THE PROGRAM
ON CREATIVE MANAGEMENT

OBJECTIVES

As a result of the Program on Creative Management the participant should:

1. Through the use of staff assessment and feedback and peer feedback develop insight into his own current behaviors, aptitudes, values and inter-personal style for dealing with varying situations.

2. Know the eight phases of the creative management process.

3. Be able to identify and use more appropriate decision-making styles.

4. Develop an understanding of more effective styles of management to be used in varying situations.

5. Be able to utilize group resources more effectively.

6. Have a greater appreciation and skill in giving and receiving performance feedback.

7. Develop skill in the area of creative problem solving.

8. Be better able to set, plan and implement goals.

STATEMENT OF PURPOSE FOR THE OTR/OMS
PROGRAM ON CREATIVE MANAGEMENT

Basic Objective

To provide the Agency manager with information and experience which will enable him to increase his effectiveness in utilizing his own and others' resources in accomplishing the Agency's mission.

Research indicates that the process of improving human behavior is enhanced when the individual is provided three conditions:

1. Insight into and understanding of his own current behaviors, aptitudes, values and mechanisms for dealing with varying situations.

2. A knowledge of effective or sound (proven) ways of dealing with these situations (an appropriate model for behavior). This includes an understanding of and ability to evaluate the needs and motivations of others.

3. An opportunity, in a relatively low risk environment, to practice different (more effective) behaviors, coupled with feedback on these behaviors through personal (video-taped) and peer observation.

Through the use of individual assessment, theory based instruction and small group dynamics the Program on Creative Management provides the manager with these opportunities. Opportunities is a key word in this statement as each manager will realize more or less from his experience depending on individual need and motivation. Recognition that each individual has a unique set of capabilities, strengths and weaknesses is at the core of the Program. The Program builds on that fact to assist the manager in developing his ability to capitalize on his strengths and improve weaknesses.

Major aspects of the Program include examination and practice in the areas of:

1. Decision-making strategies

2. Creative problem solving

3. The leadership process

4. Applied creativity

5. The role of feedback in management

6. Goal-setting

This Program is part of OTR's long range effort to assist the manager and the Agency in realizing the maximum potential of its human resources by expanding the manager's capacity to more effectively deal with the broad spectrum of situations and experiences he is likely to encounter.

The Program is designed to be the initial phase in the learning process. Planned self-development based on information gained in the Program, coupled with on-the-job application of this learning is the ultimate objective.

PROGRAM ON CREATIVE MANAGEMENT

SCHEDULE

19-24 June 1978

STATINTL

<u>Monday</u>

1100-1130	Arrive, Check in ███████████, Room Assignments	

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1130-1145	Introduction to ████ Security Briefing for ████████████ and Introduction of Staff.

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1145-1215   Program Introduction and Course Overview - This is a brief review of the concepts underlying the Program. Program objectives will be covered, and a short description of the week's activities.

1215-1315   Lunch

<u>ASSESSMENT</u>

For the remainder of this day, participants will interact in a series of situational tasks (Exercise I and II and Peer Interviews) and will receive one timed test. A second timed test will be administered on Monday morning. The situational tasks are designed to give the participants an opportunity to exhibit their skills in oral communication, group influence, organization, interviewing skills, and others relevant to the task of management. These behaviors will be observed and evaluated by the staff, and be fedback to the individual participant on Thursday afternoon along with results of the timed tests and the questionnaires from the pre-course package.

1315-1345	Timed Testing	Psychological Services Staff
1345-1400	Peer Pairing/Assignment, Introduction to Exercise I	Psychological Services Staff
1400-1420	First Phase - Exercise I	
1420-1430	Stretch Break	
1430-1610	Second Phase - Exercise I	Psychological Services Staff
1610-1630	Break	

1630-1645	Introduction to Exercise II	Psychological Services Staff
1645-1745	Exercise II	
1745-1900	Dinner	
1900-1915	Introduction to Interviews, Pair Assignments and Room Assignments	Psychological Services Staff
1915-2015	Interviews (Two Rounds)	
2015-2045	Summary/Write-up of Interviews	STATINTL
2045-2115	Summary/Wrap-up - This segment will cover a brief recap of the day's activities, the concept behind the assessment process, and give the participants an opportunity to ask questions about the day's activities.	

Tuesday

Time	Activity
0730-0830	Breakfast
0830-0845	Recap of the first day
0845-0915	Timed Test - Final Exercise of the Assessment Portion
0915-1030	Eight Phases of Leadership - This segment presents a model of the creative leadership process. Divided into eight phases, this model outlines how to set goals, solve problems, and accomplish objectives.
1030-1045	Break
1045-1200	Planning and Implementing Exercise - A specifically designed exercise focuses on the eight phases model. It emphasizes avoiding the myth of assumed constraints in planning and organizing to solve a problem. This exercise reinforces the usefulnes of the eight phases in accomplishing tasks.
1200-1300	Lunch
1300-1315	Introduction to Decision Making in Groups - In this and following sections, participants will learn how to apply a practical decision making model.
1315-1415	▮▮▮ New Truck Role Play - Participants will be divided into small groups and assigned a problem to solve using one of five decision making styles.
1415-1430	Summary/Wrap-up - Participants will reconvene as a group to discuss their experiences in the preceding problem solving situations.
1430-1445	Break

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Psychological
Services Staff
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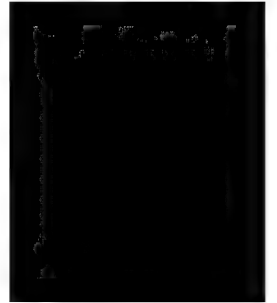|	
1445-1630	Discussion of Decision Making Model - A lecture and discussion of a theoretical framework for understanding the five main decision making styles of management. Exercises that follow will reinforce this understanding.
1630-1645	Break
1645-1745	Discussion of Cases - Participants will be divided into small groups and assigned cases to be analyzed. They will select an appropriate style using the decision making model presented in the preceding lecture.
1745-1900	Dinner
1900-1945	Review Case Discussion and Use of Charts - Group discussion of the decision making model based on the small groups' determination of the decision making style appropriate for the information contained in the case.
1945-2030	Feedback on Individual and Group Performance - A discussion of the leadership styles exhibited in pre-work cases. Students will be given feedback of the style they suggested for each situation along with information on the suggested styles and responses of the group.
2030-2045	Wrap-up, Diaries, and Set for Next Day - This segment is designed to give the participants an opportunity to ask questions regarding the day's activities and content of the presentations. It will introduce the first evaluation diary which should be completed by the next morning. A similar exercise will be conducted each night of the course.

Wednesday

0730-0830	Breakfast	

STATINTL

0830-0845   Diary Post and Review - A brief review
of the previous day's evaluations from
diaries and a chance to clear-up any
unanswered questions. Each morning,
during the remainder of the Program,
will begin with a similar exercise.

STATINTL

0845-0930   Overview and Ohio State Study - A
survey of leadership research will
highlight the Ohio State Leadership
Study which identified two major
clusters of leadership behaviors.
The research forms the underpinnings
of situational leadership and under-
scores the basis for adapting
effective leadership behavior to
the demands of a particular situa-
tion.

0930-0945   Break

0945-1000   Situational Leadership Questionnaire
This questionnaire is used to
assess the participants' intuitive
grasp of situational leadership
and to introduce the factors that
determine which style to select.

1000-1100   Hersey-Blanchard Model - An examin-
ation of the theoretical construct
of the model adds another dimen-
sion to the Ohio State factors.
It helps participants learn the
four basic leadership styles and the
behavoiors associated with them.

1100-1200   Situational Management Simulator
Further elaboration of Hersey-
Blanchard's theory is provided
by this fast-paced game. This
full-participation exercise
gives participants in small
groups a chance to compete in
diagnosing the causes of a

management problem, then choosing
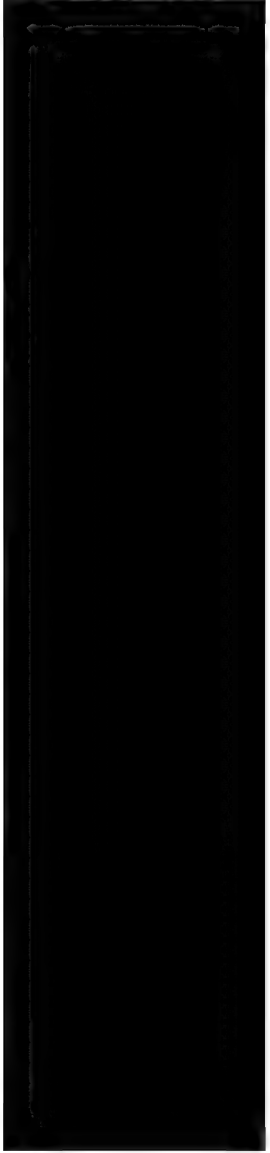a strategy for handling the problem.

1200-1300	Lunch

1300-1400   Bill Smith Case - Teams will
analyze the case and assess the
demands of the particular situation
in terms of Bill Smith, his superior,
and his subordinates. It presents
a realistic view of leadership in
an organization. It will illustrate
how the use of the Hersey-Blanchard
Model aids in an accurate diagnosis
of a situation and increases the like-
lihood of selecting a leadership
style which helps get the job done
and provides social support.

1400-1415   Break

1415-1515   Leadership Effectiveness - This
segment gives participants a
chance to solidify their under-
standing of the Situational Leader-
ship Model. They will perform a
self-evaluation of a particular
on-the-job situation to gain insight
into their basic leadership style and
back-up style as evidenced by their
specific behavior in that situation.

1515-1615   Score Situational Leadership
Questionnaire - With scoring of
the Situational Leadership
Questionnaire is the culmination
of the Leadership Styles presen-
tation. The participants will
score their Situational Leadership
Questionnaires and identify their
dominant leadership styles, back-up
style(s), range of styles, and their
leadership effectiveness.

1615-1630   Break

STATINTL

1630-1730	Model for Small Groups - Participants will have an opportunity to establish a framework for processing interpersonal data on the basis of self-disclosure and feedback.
1730-1900	Dinner
1900-2030	Group Exercise - Lost at Sea - Provides group with the opportunity to use and observe task and maintenance functions in a problem-solving situation.

Thursday

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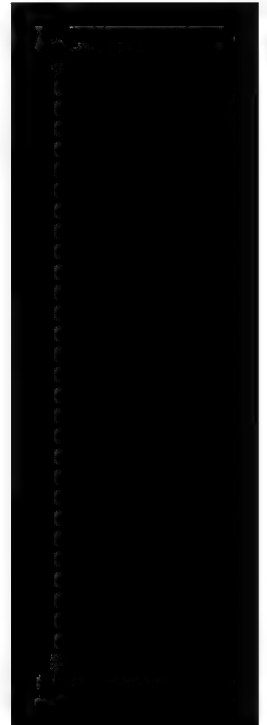|	
0730-0830	Breakfast
0830-0845	Diary Post and Review
0845-1000	Review Videotape of Group Exercise (Lost at Sea) - A chance to live part of your life over . . . to observe your-self as others see you, and to observe how the leadership functions of task and maintenance may be dis-tributed in a decision making group.
1000-1015	Break
1015-1045	Group Member Role Feedback - Brief discussion of completed role nomination form highlighting task and maintenance roles played by group members.
1045-1115	Questions for Feedback Exercise - Provides participants with the chance to help group members to consider changing behavior. To communicate information about how a person's behavior may effect others.
1115-1200	Discussion of Quiz #3 and #4 - Provides "raw" data for discussion of leadership behaviors in small group problem-solving situations.
1200-1300	Lunch
1300-1315	Introduction and Overview to Applied Creativity - This segment of the Program is designed to illustrate the behaviors that reduce the creative potential of individuals and groups. It teaches tested methods for overcoming the restraints to creativity and for expanding the number of solutions to problems.

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1315-1400	Presentation of First Funnel - Using the analogy of a funnel, participants learn the intra- and inter-personal constraints which limit creative potential. Through examples and demonstrations, participants become aware of how they defeat their own creative problem-solving potential.
1400-1410	Stretch Break
1410-1455	Presentation on the Second Funnel - The participants are taught how to take a problem and look at it in new ways. Continuing the analogy of the funnel, they learn techniques for inverting the funnel, i.e., for taking the untapped creative potential and expanding it.
1455-1505	Presentation of the Third Funnel - The participants are asked to consider the limitations their environment imposes upon the creative solutions which are generated by their group. In terms of the funnel analogy, the participants are asked to return the funnel to its original position and to reduce the many solutions generated to those which offer the greatest prospect for success in their work world.
1505-1540	Film - "Why Man Creates" - From a societal perspective, this film addresses and reinforces many of the techniques and principles introduced during the discussion of applied creativity.
1540-1600	Break
1600-1630	Elephants and Giraffes - Creative problem-solving involves all part of the individual but relies much upon those parts which are infrequently utilized or deeply buried. Research shows that the child within
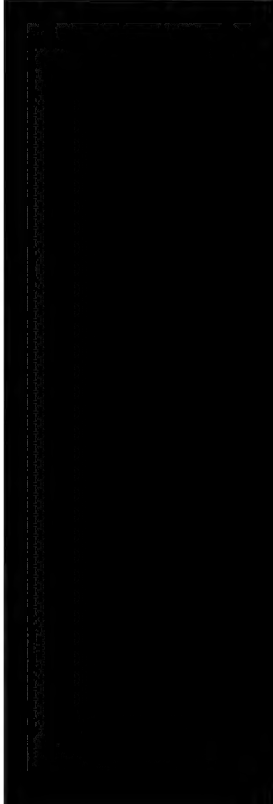
us houses a great deal of untapped talent and potential. This light childlike game is designed to make the particiapnts more comfortable with themselves and each other.

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1630-1700	Demonstration - The techniques which have been learned throughout the day are brought together in an actual creative problem-solving exercise.
1700-1900	Dinner
1900-2000	Problem-Solving Sessions - Participants are ready to creatively solve some of the problems they face on the job. Two small group sessions are conducted and feedback is provided by an instructor. At this point in the Program, the participants are capable of producing creative useful solutions to real problems.
2000-2030	Film - "Buddism, Man and Nature"
2030-2100	Wrap-up and Review

Friday

0730-0830	Breakfast	STATINTL
0830-0845	Diary Post and Review	

0845-1000   Use of Feedback in Creative
             Leadership - Feedback, the
             process of sharing perceptions
             and information, is an important
             part of changing behavior. The
             session focuses on the principles
             of giving and receiving feedback
             which will be helpful and useful
             to the recipient.

1000-1015   Break

1015-1100   Handling Emotions and Feelings -
             Feedback usually includes
             (affects) feelings as well as
             thoughts. Emphasis in this
             session will be on the skills
             available to deal with people who
             are in a highly emotional state.

1100-1130   Split Groups for Feedback - Having
             received information on how to
             give and receive feedback, the
             group will be divided into two
             groups - one group of six will
             receive staff feedback after
             lunch - the other will practice
             giving feedback to one of their
             fellow participants.

1130-1230   Lunch

1230-1530   Group I - Staff Feedback -   Psychological
             information from precourse   Services Staff
             materials and the first day
             behavioral assessments will be
             fedback to half the course
             participants.
                                                     STATINTL

             Group II - Peer Feedback Triads -
             The other half of the group will
             be split into two groups of three
             each to role play the feedback they
             will give to the individual they
             have observed during the week. A
             staff member will observe to provide
             counseling on technique.

1530-1600	Break	
1600-1900	Group II - Staff Feedback	Psychological Services Staff
	Group I - Peer Feedback Triads - The two groups are reversed. Those who received staff feedback at 1230 now practice giving peer feedback in triads, and the other half of the group recieves staff feedback.	
1900-2000	Peer Feedback - The participants are given one hour to provide their peer observees feedback.	
2000	Dinner - ███████	STATINTL

Saturday

0730-0815	Breakfast	STATINTL

0815-0830   Diary Post and Review

0830-0930   Videotape replay of LGD I -
             Participants will have an
             opportunity to review their
             individual and group performance
             in one of the situational exer-
             cises from the first day of assess-
             ment. It will be viewed with the
             purpose of clarifying assessor eval-
             uations and providing information
             relevant to the individual's goal   STATINTL
             setting exercise.

0930-1030   Presentation on Goals - This
             segment is designed to assist
             participants in understanding
             the utility of planning and
             goal setting. It highlights the
             importance of factoring into this
             personal and organizational goal
             setting individual values,
             aspirations, abilities, and interests.

                                                      STATINTL
1030-1045   Break

1045-1200   Goal Setting - During the week,
             the participants have had an
             opportunity to work on the first
             three phases of the creative
             management process of self-directed
             personal development, assessment,
             formulation, and transformation.
             At this point in the Program,
             individuals will be given the task
             of using the week's activities to
             work on the next two phases - Goal
             Setting and Planning and Organizing.
             They will establish meaningful goals
             in planned, structured, and measurable
             terms.

1200-1300   Lunch

STATINTL

1300-1430	Group Work on Projects - Participants will break-up into groups of four to work through with each other the goals they have established. Group members will assist each other in clarifying, outlining, and sorting through constraints which might be blocks to achieving their individual goals. Each individual should identify one other partici- pant who will be their contact after the course for counseling on goal attainment.

STATINTL

1430-1500	Final Day Wrap-up, Final Evalu- ation. During this final discussion, the week will be reviewed briefly. Also touched on will be points to consider when back in the work environment in terms of implementing changes desired based on learning received in the course. A final evaluation diary will be administered which will cover the entire Program.

1500	Depart ▮▮▮▮

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